



## Felpham Community College Inclusion Mentor

<b>Post:</b>	Inclusion Mentor
<b>Line Manager (s):</b>	Behaviour Intervention Leader
<b>Salary:</b>	NJC Grade 6

### **Purpose of the role:**

- To supervise Inclusion, establishing and maintaining a studious, calm atmosphere.
- To build positive relationships with students to support them on their return to lessons.
- To mentor students who require further support.
- To work as a member of the whole school inclusion team.

### **Main Duties & Responsibilities:**

To be responsible for the running of Inclusion, which includes, but is not limited to the following:

- To liaise with Curriculum Leaders in order to provide appropriate resources for students who have been placed in Inclusion to work on.
- To be an active member of the pastoral team, including training, supervision and pastoral meetings.
- To take an active part in whole school inclusion meetings, alongside Curriculum Support, Learning Support and the safeguarding leads.
- To liaise with and support year offices.
- To help students reflect on their actions and decisions which have led to them being in Inclusion, working through alternative decisions and their possible outcomes.
- To mentor targeted students who need additional support to access their education.
- To facilitate restorative conversations between students and staff.
- To collate and disseminate Bromcom behaviour data as appropriate.

### **General Requirements**

- Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
- The postholder will be required to co-ordinate and supervise the functioning of the school's Inclusion.
- To ensure that the reset and inclusion room procedures are adhered to and the rooms are well maintained, neat and tidy.
- To log behaviour incidents on Bromcom, circulate a weekly behaviour log and create and circulate a termly and annual behaviour report.
- Supervise students within Inclusion or time out provision.

- Liaise with subject teachers when appropriate, gaining key information about units of work in order to prepare for supporting students in inclusion.
- Interview students and take statements appropriately of reported incidents.
- Be prepared to attend meetings outside of office hours.
- Make contributions to inclusion and year team meetings.
- Be adaptable, creative and flexible in approach to work.
- Be self-motivating and have the ability to identify your own training needs and a willingness to attend relevant training courses or other training.
- To comply with individual responsibilities, in accordance with the role, for safeguarding and health and safety in the workplace.
- Engage positively with students, parents and colleagues.
- To communicate with year leaders, pastoral managers, parents, SLT and, where appropriate, learning support, to give updates on students.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.
- To ensure compliance of Data Protection at all times.
- Assist with after school supervision as appropriate.
- To work effectively as a member of the school team responding to the needs of students on the basis of the school's policies and agreed practices.
- To be on-call for staff when not in Inclusion.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- To act as a duty bearer for the UNCRC, and to promote its value with students.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed as necessary as part of the appraisal process and it may be subject to modification or amendment at any time after consultation with the holder of the post.
3. Because of the nature of this job, if you are successful in your application you will be subject to a criminal record check from the DBS before the appointment can be confirmed. This will be done by means of applying for an "Enhanced Disclosure". Disclosures include details of cautions, reprimands or final warnings as well as convictions, spent or unspent.
4. Every member of staff has a responsibility to safeguard and promote the welfare of children.



[Article 12](#): Every child has the right to have their views considered and taken seriously.

[Article 28](#): Every child has the right to an education.

[Article 29](#): Education must encourage the child's respect for human rights, as well as respect for their own and other cultures, and the environment.

## Person Specification

Qualifications		Essential	Desirable
1.	Educated to NVQ level 3 / 4 or equivalent.		✓
2.	The ability to write to a good standard of literacy to include excellent report writing skills.		✓
3.	A relevant degree.		✓
4.	A professional qualification relevant to the post such as social worker, teaching, youth work or other relevant qualification.		✓
5.	Driver's Licence and access to a vehicle.		✓

Experience		Essential	Desirable
6.	Working with children, young people, parents and families preferably within an educational context.		✓
7.	Work as a part of a team, as well as on your own initiative.	✓	
8.	Working with professionals from other agencies and in multi-agency context.	✓	
9.	Using IT systems to compile reports as well as analysing statistical data for monitoring purposes.	✓	

Knowledge		Essential	Desirable
10.	School systems and an understanding of the issues affecting behaviour, truancy and non-school attendance.		✓
11.	Demonstrate an understanding of issues linked to confidentiality.	✓	
12.	Demonstrate knowledge of safeguarding protocols.		✓
13.	Demonstrate an understanding of issues that may affect a student's ability to attend school.		✓

Skills		Essential	Desirable
14.	Ability to communicate effectively both orally and in writing especially with students, parents, colleagues, social workers and other professionals.	✓	
15.	Ability to use IT systems effectively to produce reports, record information and monitor outcomes for individuals and groups.	✓	
16.	Ability to persuade and negotiate as well as good interpersonal / communication skills.	✓	
17.	Able to use own initiative and work alone when necessary.	✓	
18.	Ability to overcome communication barriers with students and staff.	✓	
19.	Ability to listen effectively.	✓	
20.	Ability to maintain accurate and up to date records.	✓	
21.	Ability to meet tight deadlines and manage own time effectively.	✓	
22.	Demonstrate an ability to cope with stressful / conflict situations.	✓	
23.	Be able to facilitate restorative conversations between students and at times staff and students.	✓	